

### Why would reverting to old (and clearly lower) standards hurt Montana's economy and pocket-books?

- When Montana students graduate with lower skills in literacy and mathematics, they often have extended stays at the most expensive hotel on Earth – college. It takes longer and costs more as they struggle to catch up.
- More remedial college courses, (courses students or their parents pay for but that do not accumulate college credit toward graduation) are required. 2012-2013 remedial course enrollment state wide was 28%, for economically disadvantaged students it was 38% and for American Indian students 48%!
- College retentions rates drop resulting from failure associated with low skills (especially writing and math). These students leave the University system without degrees, but with student loan debt. This is a serious impediment to their future and can cripple them financially.
- Many students without college educations may experience a life time of underemployment. We want every Montana child to be prosperous, successful and to contribute to a robust economy in Montana. Adopting second rate standards is a fast way to increase underemployment.
- Montana businesses pay the price. They pay the price in costs of training individuals whose basic skills fail to meet competitive, world class standards and lost productivity.
- There are other high costs to low standards leading to inequitable student outcomes. One is the growing number in the prison population which includes a disproportionate number who failed to learn to read and dropped out of high school.
- Schools and teachers have invested in the new standards over the past 3.5 years, expending significant money on training, texts and support materials to be ready for higher Montana Content Standards.

- If the 14,000 Montana educators each spent only 10 hours per school year aligning their work to the new standards, the cost (14,000 educators x 35 hours x \$20 per hour assuming a salary of \$30,000) is \$9,800,000. This is a low estimate as many teachers have devoted nearly 100% of their contracted hours to implementation starting in Fall of 2012.

The above information was compiled and presented by Dr. Tammy Elser, a 32 year veteran Montana educator with experience pre-school to college.

### Common Core in a Nut Shell

Everyday, and in all content areas, students must **read, write, and talk** to:

1. Infer/interpret/draw conclusions.
2. Support arguments with evidence.
3. Resolve conflicting views encountered in source documents.
4. Solve complex problems with no obvious answer.



**Misinformation Presented with Cost Implications**

- The new standards are higher, not lower than the previous Communication Arts Standards.
- The standards are “targets” that increase consistency of outcomes for Montana kids, not a curriculum or program. They are end outcomes, not means which are always determined locally.
- New writing standards are balanced, research-based and essential for college success. Implementation is critical to college retention rates in Montana.

**NEW! Grade Level Specific Reading Information Standard Example for CCRA Reading Standard 1**

|   |  |   |  |  |
|---|--|---|--|--|
| <b>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b> |  |   |  |  |
| K - With prompting and support, ask and answer questions about key details in a text.   | 3 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.     | 6 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                         | 9-10 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   |  |
| 1 - Ask and answer questions about key details in a text.   | 4 - Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | 7 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.       | 11-12 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. |  |
| 2 - Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  | 5 - Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.            | 8 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. |  |  |

**OLD! Compare to Montana K-12 Communication Arts Content Standard # 2 – Reading (January 2010)**

**Standard #2 – Students read by applying foundation skills and strategies to comprehend, interpret, analyze, and evaluate texts. The proficient student will:**

|   |  |  |
|---|--|--|
| <b>By the end of 4<sup>th</sup> grade</b>   | <b>By the end of 8<sup>th</sup> grade</b>  | <b>Upon graduation</b>   |
| 2.7 generate and answer questions to clarify meaning by locating specific information in text | 2.7 generate and answer literal, inferential, critical, and interpretive questions | 2.7 generate and answer complex literal, inferential, evaluative, and interpretive questions |